Exercises in Lip Reading for the Adult Deaf

Müller-Walle Method

By

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Boston, Mass.

1912

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JULIUS MÜLLER-WALLE.

EXERCISES

IN

LIP READING

FOR THE

ADULT DEAF.

AS TAUGHT IN GERMANY BY

JULIUS MÜLLER-WALLE

ORIGINATOR OF THE MÜLLER-WALLE METHOD

TRANSLATED AND ADAPTED TO THE ENGLISH LANGUAGE BY

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IN BOSTON, MASS.

1912

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INTRODUCTION.

The publication of this book is in response to the frequent demands on the part of pupils of the Müller-Walle Schools, for some guide by means of which they may be able to continue practicing at home or out of school hours.

It is not a book of instruction showing how lip-reading should be taught, as the difficulty or rather impossibility of such a task is very evident, since movement, the very foundation of speech, cannot be described in words or pictures, but must be shown to the student by an able teacher who is well acquainted with the physiology of speech.

It is comparatively easy to describe the position of each individual organ of speech when a single sound is produced; a little more difficult to describe the transition from one position to another, but it is well-nigh impossible through mere description to present the mingling of a series of incessant outward, inward, downward, forward and backward movements, all united for the time into one great whole.

Such processes can never be accurately described, they must be shown,—acted out, so to speak.

Furthermore, the rapid comprehension of such movements does not depend so much upon any actual knowledge as upon skill and ability. This ability is attained not through long conscientious memorizing of difficult rules but by the application of the fundamentals of those rules by continuous practice under proper guidance.

This proper guidance in the art of lip-reading is much the same as in athletics. The athlete acquires most of his knowledge by observing and imitating the movements of his teacher, and thereby reaches a perfection which he could never obtain by reading books on the subject.

Just so the hard-of-hearing student must be guided by one who knows how to present, step by step, the fundamentals of the art of lip-reading, so that he may learn from observation and imitation.

Thus, as stated above, the aim of this book is not to describe how lip-reading should be taught, but is merely to be used by students of the Müller-Walle Method as an aid for home practice.

Without proper guidance this book has lost its usefulness. It contains much of value and many hints to the student, but its greatest value lies in its proper use.

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PART ONE.

CHAPTER I.

Teaching Speech to Deaf Mutes.
Origin of the Instruction.

The art of lip-reading is not new. Many hundred years ago the attempt was made to teach speech to deaf-mutes, and also the art of reading speech from the lips. The credit of the first successful teaching belongs to the Spanish Benedictine Monk, Pietro Ponce, who died in 1588.

Almost contemporaneously there appeared in other countries similar attempts which were more or less successful. In England it was the famous and learned Bishop Wallis, and in Holland the Swiss physician, Ammann, who first introduced the oral method into these countries. But unfortunately, the results were meagre, owing to the lack of good institutions.

The method became somewhat better known when a German named Samuel Heinecke, a teacher of deaf-mutes in Eppendorf, near Hamburg, opened a school in Leipzig in the year 1787. But as he closely guarded the method as a secret, his work, which thus far had been progressing most satisfactorily, was retarded in its progress after his death. In France, on the contrary, the Abbe de l'Epee introduced an oral method and sign language which is still in use there, and which spread into Germany, as well as into other countries. However,

the work begun by Heinecke also progressed. The advantages of the principles of the German method were recognized more and more, and finally this was the method used not only in Germany but also in other countries.

And now year after year thousands of pupils leave the schools equipped with the blessings of the oral method and with the art of reading speech from the lips, and have, through these, received an education which formerly seemed out of the question for the congenital deaf.

Methods Employed to Teach Deaf-Mutes as Applied to Hard-of-Hearing.

The good result obtained from the teaching of lip-reading to the deaf-mute children led to the question whether this method could not also be employed in teaching those who have become deaf in adult life. For, unquestionably, this ability to read from the lips would be of inestimable value to them. The expectations of attaining still better results in this direction are so natural that it seems as if the possibility could not be denied or even doubted.

Yet there is a wide-spread opinion that only those born deaf can really learn to read from the lips, a feat which they accomplish through some supposed special gift like the so-called tactile sense of the blind.

Strange to say, this opinion is held not only by the sufferers themselves, but even now and then by the teachers of the deaf, that children who have lost their hearing at the age of eight or ten years, are often the

quickest learners in the art. The latter surely cannot be said to have any mysterious gift, for the supposition that nature provides such a special power at any moment when it may be needed, will not occur to any sensible person. Therefore, it only remains to grant that here is no question of a gift, but of a power attained.

When the pupils in the schools for the deaf see small and insignificant movements in the mouths of the speaker with an amazing rapidity and accuracy, it is only the result of continuous practice. Every teacher of the deaf should know this, since it is he who, with great care and patience, must cultivate the habit. It is only in this way that the child can attain its ability to read the lips.

The physician, the naturalist, and the astronomer all see much which escapes the notice of an ordinary man, even though he looks carefully. This is not because the sight of the scientist is naturally keener, but because his eyes are differently trained and accustomed to note points necessary to his vocation. This is only an illustration of the value of the trained eye.

Is the eye of the scientist trained from childhood? Generally it is not. The special training usually begins in early manhood and often the efforts of childhood have not been at all in proportion to the wonderful ability of later life.

Notwithstanding these well-known facts, many continue to discourage adults from attempts to learn lip-reading, and reiterate the opinion that a superior talent for the art must exist in the congenitally deaf. They do

not deny that a well-educated adult far surpasses a child in will-power, in power of apprehension and perseverance. But they found their opinion on experience. The experience of years, they say, has proved that adults do not succeed in mastering the art.

Another reason, they say, why the hard-of-hearing cannot learn so rapidly is that they are distracted by the sounds which they still hear. Or, they maintain that the remaining hearing power is impaired by acquiring the ability of speech-reading. This, however, is not the case. On the contrary, the great strain of trying to hear is removed. It will be found a great help to hear certain sounds. This class of pupils should use both eyes and ears. Then later, in case of increasing deafness or total loss of hearing, the eye in the meantime will have become so trained as to be able to do the work alone.

If we inquire of intelligent people who have had private instructions from teachers of deaf-mutes what they have learned, the reply will be that with great perseverance and diligence they can read the lips of the teacher very readily, also of those who speak slowly and articulate carefully. But the fact is, that at home and in general conversation, the pupil will not find words articulated as his teacher articulates them, and therefore will not be able to follow rapid conversation.

And this leads us to the point that we wish to emphasize, namely: that the method applied to children is not adapted to the needs of those who lose their hearing in later life. Such persons do not need to learn to speak. It is not necessary for them to know the position of the

various organs of speech inside the mouth. For them the externally visible characteristics are the essential points. For, in natural conversation, where the movements are not exaggerated, these external characteristics alone are visible. Moreover, the hard-of-hearing adult is able to grasp the meaning of a sentence as a whole without a slow pronunciation of each word. He has a much higher aim in view in his wish to follow all conversation in which he was accustomed to take part before becoming deaf.

Mr. Julius Müller-Walle, a former teacher of deaf-mutes in Hamburg, after years of careful study, has developed a system differing in the above-mentioned particulars from the customary methods, and especially suited to those who have become deaf in adult life. His success in teaching speaks for the correctness of his theory. A word about the method itself may prove of interest.

CHAPTER II.

1. Lip Movements the Basis of This Method.

It has been shown in the preceding chapter that the basis of the method employed in teaching speech to deaf-mutes is the varying positions of the organs of speech. The teacher must show these plainly, it being necessary for the pupil to have a clear picture of each position. The knowledge of these various positions is the basis of his skill in lip-reading. Each word made up of three or more sounds means to him a succession of the same number of positions. Each must be distinctly visible and they must not follow each other too rapidly. Now in general conversation the main thing is movement, a continuous passing from one sound to another. Therefore, in order to read general conversation from the lips, we must learn to combine visible characteristics, that is, we must learn to follow **movements** rather than **positions.**

On careful study, lip movements, apparently simple, show many characteristics which help to differentiate them. These may be tabulated as follows:

1. Direction:
   Upward Downward Backward Forward
2. Time:
   Quick Moderate Slow
3. Measure:
   Large Small
4. Duration:
   Long Short
5. Rhythm:
   Even Forced Short quick Glide
6. Classification:
   Single **In groups**

Words do not consist of individually spoken sounds but of closely connected sounds. The passing from one sound to another demands another special movement which we may call inter-movement, just as in painting we speak of shades when one color gradually blends into another without showing where the former ends and the latter begins. The more the two sounds, which are to be connected, differ in direction, the plainer this inter-movement will naturally appear. This is very perceptible, for example, in the sentence, "You eat the apple," where the largest forward movement is combined with the largest backward movement. In the sentence, "You may eat the apple," the inter-movement is not so plain. But whether perceptible or not these inter-movements not belonging to the real sounds are always given. Aside from the fact that they are too manifold, they cannot be given alone, and, therefore, in order that the pupil may learn to distinguish them from the sounds themselves, he must be shown each sound in ever-changing connections. Furthermore, a sound when pronounced alone has a different movement, often the opposite movement from that when pronounced in connection with other sounds. For example, if I say, "She may owe me the money," we have a forward movement for "o," but if I say, "You owe me the money," we have a backward movement for "o." So that in reading the lips it is not a question of reading a single sound when pronounced alone, but a group of sounds. The teaching of the movements of these combinations is the basis of the Müller-Walle Method. The practicing of systematically arranged syllables with a trained teacher may be

compared to the practicing of scales and exercises on the piano. Without this drill the eye will never become sufficiently trained to distinguish and recognize the different movements necessary to follow long sentences.

But the most perfect skill in recognizing all the syllables would not be sufficient to qualify the eye to grasp quickly the whole picture of a fluently spoken sentence. For even in a clearly enunciated sentence, much less in a carelessly uttered one where many syllables are mispronounced or even left out, the eye is not able to recognize each individual syllable. Moreover, the position, accent and relation to other syllables change the inter-movements of each sound.

Although these movements follow one another so rapidly, the eye can be trained to distinguish them as rapidly as it distinguishes the different colors and forms of a complicated design. It will soon, through practice and habit, attain the ability to grasp several and finally many familiar movements at once, even though they follow one another rapidly and appear as one united group. It then no longer sees single sounds, but words and sentences as a whole, somewhat as the eye of the reader takes in at a glance a sentence of fifty or more letters. It is the whole picture which is impressed upon the brain. Therefore we find the same explanation for the wonderful ability in reading the lips as in reading type. The eye is trained through practice to grasp the whole meaning.

It would seem at first as though the reading of a sentence from the lips were the more difficult, as there is

no visible space between the words. But in lip-reading we have the accented syllables which help, inasmuch as these are somewhat prolonged and more emphasized. Every word of one syllable is either accented or unaccented. Every longer word is made up of both accented and unaccented syllables, and every sentence has one or more words upon which the stress falls.

This changing from short to long, tarrying upon one certain syllable and hurrying over another, gives what we call the rhythm of speech, just as we speak of the rhythm of a melody. If we watch the bow of a violinist glide over the strings, even without hearing the tones, we recognize the rhythm of the melody by the number, length and speed of the movements of the bow. Similarly in reading the lips the change in number, length and speed of movements animates and characterizes the sentence and helps in its interpretation.

To become proficient in the art requires patience and perseverance. But the time necessary is short in comparison to that spent on music or a language. The best rule to observe, after the necessary foundation is laid in a course of methodical instruction, is to use every opportunity for conversation. Of course there will be difficulties to overcome at first. But the aim we are striving for is well worth the effort. Only those who have been cut off by deafness from free communication with others can realize what it means to be able once more to take part in general conversation.

2. Useful Hints for the Pupil.

THE POSITION.

It is a matter of importance, especially during the first lessons for the teacher to be in the correct position in regard to the pupil. The forward and backward movements of the lips and muscles of the cheeks and their speed can be more readily distinguished when seen in profile. In sitting directly opposite the speaker we see a surface, in the profile we see the outlines of the face, and lines are sharper. Therefore it is well for the teacher to begin by showing the movements in the profile, first one side, then the other. Later he should change his position by standing up and moving about the room, as far from the pupil as the latter's eyesight will permit.

THE LIGHT.

It hardly seems necessary to say that the speaker should be in a position to allow the light to fall on his face. Just as in reading one avoids having shadows fall upon the book. It is best for the pupil to sit with his back toward the light. The earlier a lip-reader learns to choose a favorable position when trying to follow a general conversation, the easier the task will be.

THE PRACTICE IN GENERAL CONVERSATION.

It has already been mentioned that a pupil must make use of every opportunity of applying in general conversation what he has been taught. He will find that one of the greatest difficulties is to follow a conversation when the subject is not known. Therefore a pupil who desires to profit by practicing should, by asking a ques-

tion or by introducing a subject himself, open the conversation. By directing the thought to the subject, the eye will be greatly aided in following the movements.

EXPRESSION.

Children are taught to look at the person whom they address. Yet many deaf persons, especially those who can only understand when words are spoken directly into the ear, form a habit of turning their heads to one side and lowering their eyes. In so doing they are unable to watch the speaker's face and cannot notice the changes of expression which constantly pass over the features and bearing of one, while participating in even the most matter-of-fact conversation. These changes of expression are in themselves one of the greatest aids in the art of lip-reading, and by failing to attempt to follow these ever-changing expressions, one who is deaf loses a very material help toward understanding what is said. Now in learning to read the lips, the deaf pupil must naturally watch the speaker's lips. Yet in order to become a skilful lip-reader he must learn to watch, not only the lips of the speaker, but also the expression of the speaker's face and bearing, even when the speaker is silent and his part in the conversation becomes only that of listener. For by closely watching the changing expressions of the listener, the deaf person can detect in a measure what impression his words are making, and in consequence is often able to anticipate, to a certain extent, the nature of the reply. This anticipation will prove, as every lip-reader has experienced, a decided help in carrying on a normally rapid conversation.

Whether the listener will answer a question by "yes" or "no," whether he will agree or disagree with a statement, whether he will believe or doubt an assertion, whether a joke amuses, or bores, or even hurts him, whether he shows sympathy, indifference or aversion—all these emotions are reflected and can be detected in the sensitive, ever-changing expression of his face. They are frequently accompanied by gestures of his hands, head and shoulders, or sometimes all of these combined.

This silent speech is so universal, and at the same time its interpretation so simple, that even a little child unconsciously understands it before it has learned to master the meaning of spoken words. The child "feels" whether its mother is happy or sad, whether she approves or disapproves of a certain act, whether she permits or forbids a desired wish, and these "feelings" invariably come from watching its mother's face.

These silent expressions are always present in any and all forms of conversation, whether it be of slight, trivial matters, or something of more importance. They may be compared to illustrations in a book, which give to the text a vivid ornament, and at the same time increase its clearness and render the meaning more intelligible.

For this reason the lip-reader should strive to form the habit of watching the faces of those who are speaking at all times, not only when one is speaking directly to him, but also when others are speaking among themselves regardless of him, as well as when he is himself speaking.

CHAPTER III.

How to Practice the Exercise.

A pupil should, while learning, have the sentences given by his teacher repeated by as many different people as possible. It is important that the speaker should speak distinctly, yet avoid all exaggerations. Speaking in a loud voice, or with the head lowered, or emphasizing each word with a gesture of the head must be avoided.

Whoever undertakes the task of practicing with a pupil should understand clearly the aim of all practice. This is principally to train the eye to perceive, distinguish and combine the outward movements of the organs of speech, not, however, to give the pupil a large number of new subjects. In practicing it is not the quantity nor the nature of the subject, but the correct arrangement that must be considered first and foremost.

A subject for instruction is correctly arranged when it starts with the simple and gradually leads up to the more difficult. For a lip-reader a word is "simple" when the movement is plainly visible, "difficult" on the contrary, when he must recognize it by insignificant characteristics. Thus, for example, a monosyllable may be much more difficult to see than a long word, because the latter is made up of different movements and contrasts are seen more readily. Only those who are well acquainted with the physiology of speech can judge between the simple and the difficult. It is therefore necessary for the teacher to make a study of the same. Before beginning the instruction he should study the move-

ments carefully before a mirror, according to the directions in the text-book. He must know thoroughly each exercise in order to be able to show the same correctly. It is, however, not at all necessary to treat each given exercise the same with all pupils. Each must be adapted to the ability of the latter. But one rule holds true for all, namely: **Repeat constantly the exercises already learned by using the same words over again in different connections.** Change a sentence from the interrogative to the positive, from the affirmative to the negative. Avoid practicing a list of words or names by themselves. Aside from the fact that it would be impossible to go over all the words in the language, the memorizing of names is of little value. If the pupil is to learn certain names which occur frequently, let them be put into sentences and accustom him gradually to see the whole picture. Whoever learns to read sentences well, will seldom fail when one contains a name or a word not practiced before.

The first few lessons should not be too long, as the eyes and nerves will become fatigued; frequent pauses should be made to rest the eyes. The speaker should speak perfectly naturally, neither too loudly nor too softly, since in either case the face assumes a changed expression. But above all things he must not exaggerate the movements or try to **over**-articulate. If he naturally speaks very rapidly, he may, in giving the pupil a new lesson, try it a little slower, but never without repeating the same in his natural way. This is very important, since otherwise the pupil will never be able to follow him in general conversation.

If a mistake is made in recognizing a word or syllable, the same should be written down and shown to the pupil. Then by placing the correct word with the mistaken one the difference may be shown. There are many words which look alike when pronounced by themselves, but these are rarely mistaken in a sentence where the meaning helps to distinguish the same. Although sentences, stories, and general conversation are to be practiced, yet a systematic drill of well-arranged syllables by an experienced teacher is necessary to train the eye to distinguish the most insignificant movements of the lips which are necessary in order to follow long and difficult sentences.

The aim of this chapter has been to show the pupil how to practice, since much of his success depends upon the good will and patience of his family and friends.

PART TWO.

EXERCISE I.

a.

Where is the farm?
Where is the foam?
Where is the palm? psalm? ship? shop?
Where is the fish? vase? wave? soap? soup?
Where is the sofa? beef? shoe? show?
Where is the czar? shah? bay?
What is on the sofa?
What is on the ship?
What is on the farm?
What is on the wave?
What is in the shop?
What is in the shoe?
What is in the soup?
What is in the vase?
Show me the ship.
Show me the shop.
Show me the farm. way. palm. psalm.
Show me the soup. soap. sofa. beef. czar.

b.

She may show me the way.
She may show me the way to the farm.
She may wish to see the farm.
She may wish to pay for the palm.
She may wish to move to the farm.

They say they may move the sofa.
They seem to be far away
They seem to be in the way.
Though they seem to be far away————
She may wish to sew the seam for me.
We may wish to see the farm.
You may see them on the ship.
You may see the czar on the ship.
You may see the shah on the way to the ship.
You may see the ship in the bay.
They seem to be sharp.
They seem to be safe.
They say the ship is safe.
They say the ship is safe in the bay.
She may be on the way to the farm.
She may be at the shoe-shop.

EXERCISE II.

a.

I shall.	You shall.	They will be.
I will.	They shall.	You will see.
I may.	They may.	You may see.
You may.	They may be.	You shall see.
You will.	They shall be.	

What shall I see? buy?
What shall I pay? say?
What shall I move? wish?
You may wish. move.

You may say. pay.
You may buy. see.
May we show them the way?
May we see the show?
May we buy the soap?
May we pay for the palm?
May we say so to them?
May we move to the farm?
May we wish for them?

b.

Where was the boy?
The boy is in the south.
The boy will buy the farm.
I shall buy the sofa at the same shop.
They will buy the shoes for the boy.
What size is the shoe?
The shoe is the same size.
I will buy the same size for you.
I will show you the palm by and by.
We may save the beef for the soup.
We wish to show you both the palm and the vase.
We wish to see the czar on the ship.
We wish to see you safely on the way.
We may pass the shop on the way.
She will show me how to sew.
She will show me how to weave.
We found the shoes at the shop.
My wife found these shoes in the same shop.
I may buy both of them.
We will pay for both of them.

EXERCISE III.

a.

Can you come?
Can you go?
Can you carve?
Can you see?
Can you pay?
Can you give them away?
Can you pay for them?
Can you see so far?
Can you show me how?
Can you keep them?
Do you keep a cow?
Do you show them how?
Where do you see the car?
How do you pay for them?
Why do you give him the coffee?
Where do you see the ship?
How do you carve the beef?
Why do they go so far south?
Where do they come from?
Where did they come from?
Why did you go to the cave with them?
Why did you give them the key?
Why did they go to the same farm?
Where did you keep the key?
Where did you go for the palm?
Where did you see the czar?

b.

I will give them to her when she comes.
I will pay him for the sofa when I see him.
Will you give me a cup of coffee?
I will give you a cup of cocoa.
May I give you a piece of cake?
How is the cake?
Have you found the key?
Give me the key.
Give me the key to the case.
Where does this car go?
This car goes to the cove.
I must get this car.
You must not give up.
We must go south with them.
I will keep the key for you.
May I buy the comb in that shop?
I shall go to the game with you.
Will you show me the way to the cove?
The coffee was in the cup.
The comb was in the case.
The cow was on the farm.
The key was in the case.
The cup was at the shop.
The boy was in the cave.

EXERCISE IV.

a.

I receive. I believe. I remove. I refuse.
I remark. I remain. I remember.

Do you remember?
You must remember.
Remember me to them.
Can you remember to go?
Do you remember them?
Do you remember where they came from?
Do you remember the way?
Do you remember the remark?
I believe I remember the remark.
I believe they will refuse to remain.
I believe they will remember me.
Remember to give me the report.

You must remember to give me the report before you go.

Before I go, I wish you would give me the report that you received.

Shall I repeat the remark?
Shall I show you the report?
Shall I remain?
Do you believe she will repeat the remark?
I cannot remember who she was.
I cannot remember who received it.
How soon do you believe they will receive it?
He may refuse to go.
He may refuse to pay so much for it.
I believe he will refuse to resign.

b.

Remember me to your mother.

Remember to buy some cocoa on the way.

We must remember to give them the key to the case.

You must remember to make a report.

Shall I remove the key from the case?

The remark was repeated to me.

I do not wish to repeat the remark.

Did you receive my letter before you came?

I received five letters this morning.

I believe they will remain on the farm.

When you go to the shop, remember to buy some coffee.

When you see him have the kindness to remember me to him.

Can you remember the size of the case?

Can you remember the shape?

Did the boy say that he refused to resume the work on the farm?

I shall refuse to pay for them.

I refused to say anything about it.

Why did she refuse to bow to you?

Why can't you remain with us?

Did you buy the Review of Reviews on the way?

Will you remind me to buy the Review of Reviews?

If they do not remember we must remind them.

Remind me to show you the report before you go.

What will become of the boy?

EXERCISE V.

a.

What have you?
What has she?
What have they?
Where have you been?
I hope to go.
They hope to hear from you.
I hope that he can help her.
I hope that he will go.
We hope to see them.
We hope to receive it.
We hope to hear from you.
We hope to have them here.
Because I hope to go.
Because we hope to help them.
You must help me.
You must not refuse to help them.
How can I help it.
I wish you would help me.
Do you remember when it happened?
We happened to see them when they came.
I happened to hear about it.
How did it happen?
Before it happened.
I shall have to buy it.
I shall have to remind him to go.

b.

Give the horse some hay.
What kind of a horse have you?
We shall be happy to have you come.
I hope to hear from him before he goes south.
I hope he has not hurt himself.
He hopes to buy the house on the hill.
How many horses does he keep?
The horse will not harm you.
I happened to be in the house when she came to see my wife.
If it is too heavy, I will help you.
I wish you would help me move the palm.
Heaven helps those who help themselves.
Have you heard how it happened that she came home from the South?
I happened to see her on the car.
If nothing happens, we shall go to the farm with them.
She was very happy before it happened.
I hear that he will buy the house for his wife.
The boy can help them make hay on the farm.

EXERCISE VI.

a.

Did you read the letter?
Did you read the paper?
Did you read the Review?
Did you read the book?

You must remember what you read.
I wish you would read to me.
You must not read so much.
You will hurt your eyes if you read so much.
Did you read the report?
What paper did you read?
She read her letter on the car.
We can read the letter on the way home.
Will you read this over and see if it is right?
This is right.
This is the wrong report.
Please give me something to read.
He can read the paper before he goes.
Shall we ride or walk?
I would rather ride.
Is this the right way?
You are right and I am wrong.
I must write to her.
Write the report before you go.
I will write to you when I arrive.

b.

The river is rough.
If the river is rough we shall not go for a row.
Shall we row to the ship?
How much did you pay for those red roses?
We found the roses beside the road.
When did the boy arrive at the farm?
We saw him when he arrived in Rome.
I shall hear from him when he arrives in Cairo.
We have no room for him.

What kind of paper did you wish for the room?
They have raised the rent of the house.
We heard that the boy ran away from the farm.
He wrote that it was very cold in Rome.
Father wrote that it was below zero at home.
I wish you would show me how to write the report.
When you have time you must read the book about Rome.
They wrote us that they had seen the river Rhine.
I wish you would read the rest of it.
You must rest your eyes before you read the paper.
Where did you buy the rug for your room?
What size is the rug in your room?
That is not the right size.

EXERCISE VII.

a.

There is some sugar for your coffee.
There is no more.
There is something wrong about it.
There is the book that I wish to read.
There is my father.
There is a rose on my rosebush.
Here is a rose for your mother.
Here is the house that she will buy.
Here are some more papers for you.
Here are my rubbers.
Where are they?

Where were they?
Where were the papers?
Where were you when they came?
Come here.
Who is here? Who was there?
What did you hear about it?
How did she hear about it?
You will hear from me before long.
How did she appear?
They appear to be very happy in their new home.
I would rather go with them.
We were there for over an hour.
I am sure it was more than an hour.

b.

Do you care to go there?
Did you pay your car-fare?
What did she wear when she went to the fair with you?
She wore a red gown and a very becoming hat.
The hat that she wore was not very becoming to her.
I must buy a pair of shoes and a pair of rubbers to wear at the sea-shore.
What did you buy at the fair?
Did you hire the house at the sea-shore for the summer?
I read in the paper that the house is for rent.
I shall not go before supper.
We must go to the pier to see the ship before supper.
Do you remember the way to the pier?
I hope they will offer to show me the way to the fair.

You my refer to me if you wish.

What did you offer them for supper?

I shall offer to go to the farm for her if the weather is fair.

What year was it that they went to the farm with us?

It was the same year they came from Rome.

I don't remember what year it was.

They came in by the rear door, so that I did not hear them.

EXERCISE VIII.

a.

I was there from three to four.

We will walk from there to the car.

How far is it from here to there?

Come from four to five.

I shall go to see her from time to time.

It grows worse from year to year.

I shall go more frequently from now on.

She worked very hard from first to last.

They remained from beginning to end.

They move about from place to place.

She goes from one extreme to the other.

I shall be free from three to five.

We will be here on Friday from twelve to one.

Have you heard from them?

There were three more.

I must have three or four more.

Where did they come from?
She walked to and fro.
From here to the car.
From here to there.
Two or three. Three or more.

b.

Show me the brown frame that you bought.
Did you have the picture framed?
Did you make this frame or did you buy it?
I am afraid I cannot go, as I promised to be at home from three to four.
Will you buy a loaf of bread for me when you go out?
She wore a brown hat with a broad brim.
The broad brim will shade your eyes.
What is the price of the brown hat in the window?
That is too high-priced for my means.
They will offer a prize.
The boy is very proud of the prize he won at school.
She will be very proud if she gets the first prize.
Will you write a brief report before to-morrow?
Remember that the report must be very brief and it must be ready by Friday.
Come promptly on Friday and bring the frame with you.
Bring me the report when you have finished it.
If she brings the book, I should like to read it.

EXERCISE IX.

a.

It grows.
How it grows!
How it grew!
The flowers grew.
The flowers grew by the roadside.
The flowers grew in the garden.
How does it grow?
Where did the flowers grow?
It grew by the river.
The farmer raises grain on the farm.
The grain grows in the field.
The grain is ripe.
The grapes are ripe.
When the grapes are ripe I will bring you some.
Have you a grape-vine?
She was very cross this morning.
Cross it out.
That is wrong, cross it out.
Shall we cross over to the other side?
Shall we row across the river?

b.

There were a great many more.
We have a great deal of work to do.
It would be a great mistake to do that.
The ship has gone on a cruise around the world.
How large is the ship's crew?
Was the crew saved when the ship sank?
She was very cross when I criticised her work.
She will be cross if you criticise her.

They live in the brown house across the way.

The car was crowded this morning.

Did you see the crowd on the street this afternoon?

The grass in front of our house has grown.

I wish you would bring me some grapes from your vine.

We have a great many grapes on our grape-vine this year.

What kind of grapes do they use to make wine?

EXERCISE X.

a.

I will play.

Shall I play to you?

Do you play the piano?

May I play?

May I play the game with you?

Show me how to play the game.

What is the rule of the game that you play?

How did you sleep?

Did you sleep well?

I was very sleepy this afternoon.

She is very slow about it.

Slow but sure.

The bird flew away.

The bluebird flew to and fro.

The wind blows.

How the wind blew!

The wind blew it away.

Blow the flame.

b.

I will play to you for an hour this afternoon.
Are you going to take part in the play?
They always play very well.
She wore her new blue hat to the play.
Her new black hat is very becoming.
A black hat with a plume would be becoming to her.
I prefer the blue hat with the plume.
Do you think that he plays the flute very well?
I heard the blind man play the flute on the street this morning.
My bird flew out of his cage.
The wind blew the ship far out to sea.
Which way did the wind blow?
I saw a fleet of ships in the harbor this morning.
The fleet was near the shore.
There is a high bluff by the river.
Shall we walk to the bluff?

EXERCISE XI.

a.

There is a clock in the other room.
Is your clock right?
That clock may be slow.
Who gave you the clock in your room?
I must have my clock repaired.
My clock will not go; I am afraid I must take it to the watchmaker.
That is very pretty cloth.
My sister gave me a pair of gloves.

She brought the gloves from Paris.
I am going to buy some blue cloth for a cloak.
She wore a black broadcloth cloak.
How are you going to have your cloak made?
I am afraid this cloth is too heavy for summer.
Give me the clothes-brush.
I broke my glasses on the way to the club.
Does she wear glasses?
Do you belong to the club?
Will you go to the club with me this afternoon?
You must wear your warm cloak if you go to the club.
What size gloves do you wear?
I wear a five and a half glove.

b.

Shall we climb the hill to-day or to-morrow?

Perhaps we can walk to the cliff with them if they care to go so far.

If we go to the sea-shore we must have some clams.

Did you ever go to a clam-bake?

He promised to be here by five o'clock so that we could go to the club together.

Come in and close the door.

We came in town in the closed car this morning.

Can you tell me at what time the bank closes in summer?

We shall be glad to go if it is not too cold.

We were so glad to hear from him.

I am sure she will be glad to help you.

I am glad nothing happened to him.

She was glad to go to the club with my sister.

Are you glad that summer is coming?

I am glad I did not break my glasses.

Did you have your gloves cleaned?

Give me the gloves and I will take them in town for you to have them cleaned.

EXERCISE XII.

a.

How do you know?

What do you know about it?

I am afraid he knows nothing about it.

I don't know.

Do you know the name?

Do you know the number?

Do you know how?

Do you know why?

Do you know anything about it?

I don't believe he knew about it.

Perhaps they know how.

Perhaps she knows my niece.

Perhaps she knows my name.

He knew the name of the club.

I know the name of the flower.

I know the name of the street.

I know the name of the ship.

I know how.

I know the way.

Have you anything new?

We have a new number.

We have nothing new.

We never knew how.

We never knew the number.

b.

My brother bought a newspaper on his way home.

Neither of them had heard the news, for they never read the newspaper.

Do you know the number of their room?

Is it number 9 or 19?

My father's office is on the ninth floor in the new building on South Street.

Do you need anything more before you go?

Are your clothes warm enough?

You will need more summer clothes if you go south.

Did you receive a note from her?

Who wrote the note?

Give me the note that she brought you to-night.

I must remember to write a note to him.

The next time you come, you must bring me your note-book.

Did you notice how it was made?

Did you receive a notice from the club?

I notice that the name of the street has been changed.

We must notify them of the change.

Neither of them knew anything about it.

EXERCISE XIII.

a.

Who is that man?
Where is my fan?
How is the man?
What is in the can?
Where is Japan?
My fan came from Japan.
The man ran for the train.
We have a new plan.
What is your plan?
On the farm.
On the car.
On the way
On the road.
On the river.
On the frame.
On the grass.
On the floor.
On the globe.
On the cliff.
On my way.
On the piano.
On the wrong road.
On the roof.
On the hour.
On the half hour.
On this.
On that.
On the other one.
In the book.

In May.
In place.
In your way.
In the south.
In the game.
In case.
In a few weeks.
In a year from now.
In halves.
In my room.
In the rain.
In the right.
In the wrong.
In the paper.
In the shower.
In the frame.
In vain.
In bloom.
In your place.
In fun.
In the sun.
In the other one.

b.

Where is the other one?
Which one will you have?
There is only one.
One by one.
I have only one.
Who won?
My brother won the game.

Where is your son?
They have one son.
Run away.
Run as fast as you can.
He was run over.
What have you done?
It must be done at once.
When was it done?
It was done in fun.
How was it done?
When can you come?
When did you see the men?
We saw the men.
How many men did you see?
I can't find my pen.
You must come then.
Come at ten if you can.
The wren is a bird.
I saw the wren.
I saw ten men.
I found my pen.
I gave the pen to her.
Lend me your pen.
When will you come to see me?

EXERCIS XIV.

a.

Who broke the pane of glass?
The man broke the pane of glass.
Have you ever been to Maine?
We spent the summer in Maine.
In what year were you in Maine?
What is the price of father's new cane?
My brother bought a fine cane.
The farmer raises grain on his farm.
I think he will have a fine crop of grain this year.
Do you think it will rain?
Did you say that the man owns the farm?
What is the name of the vine that grows on your house?
Have you some grapes on your vine?
Can you read the sign on the house across the way?
We have had no sunshine for over a week.
Have you ever seen the river Rhine?
Please give me a glass of wine.
What kind of wine will you have?
I will have some Rhine wine.
This wine is from California.

b.

I have a new brown gown.
Brown is not becoming to her.
The blue gown is very becoming to your sister.
I went to town this morning.
She has been down town to buy a new gown.
My new hat has a high crown.

I do not like a hat with a high crown.
How much is half a crown?
What do you mean?
Do you mean to say that she has gone?
Come before nine o'clock to-morrow morning.
We saw a beautiful pine tree on the way to the farm.
Have you seen my fern?
What kind of a fern is that?
Be careful you will burn yourself.
How much money did the boy earn?
When did he return?
They will return before next month.
It was all worn out.
My gloves are worn out.
Who blew the horn?
Every rose has a thorn.
There is a beautiful hawthorne in front of our house.
The hawthorne is in bloom.

EXERCISE XV.

a.

Have you seen the raft on the river?
What a fine raft!
Please lift up the book for me.
The shaft is broken.
Did you sift the flour?
How much money have you left?
How many were left?

I have four books left.
She broke her left arm.
Can you write with your left hand?
How many men were saved when the ship went down?
I believe no one was saved.
I carved that frame for you.
I believe they have moved away.
They moved south.
The clock is fast.
You must walk very fast.
Did you come on the fast train?
The ship has a high mast.
Have you ever been out west?
Who is going east with you this summer?

b.

They came east last summer, but now they have gone out west.
They came to see us before they left.
She missed the last train.
We passed the house last night.
She was so pleased when she heard the news.
The cloth must be pieced.
Do you play whist?
Will you have a game of whist with me?
I sprained my wrist.
This is the first time that I have been out west.
The last time I was there we played whist.
Must you go?
It must be done by to-morrow.
I must make out a list of names.

This list is too long.
I have lost the last list.
Please get me another list.
She slipped on the floor and broke her wrist.
Some one rapped on the door.
I wrapped the book in brown paper.

EXERCISE XVI.

a.

Are you fond of art?
Have you been to the Art Museum?
Have you learned your part?
What time did you start?
The first part was hard, but the last part was very easy.
Did you go on board the warship?
We went to the fort.
Where is the fort?
He cannot afford to pay so much.
The ship has come into port.
Did you read the report in the newspaper?
I must have my clock repaired.
Did you see the bluebird in the garden?
I have hurt my hand.
The boy was hurt by the automobile.
I am afraid it will hurt you.
Have you heard about it?
Have you heard how he was hurt?

What is that word?
How do you spell the word?
What does that word mean?
She promised to send me word.

b.

They failed to come on time.
I mailed the letter at the post-office.
The ship sailed at three o'clock.
They sailed from New York.
Have you sealed your letter?
Are you sure you sealed it before you mailed it?
She wore a broad brimmed hat to shield her eyes from the sun.
The farmer was in the corn-field.
We will cross the field on our way to the post-office.
The vase was filled with flowers.
Who filled my fountain-pen?
Who built the house?
It was built many years ago.
Shall you have the picture framed?
Whose fault was it?
That is your own fault.
She called for me on the way to the Art Museum.
How old is that man?
Fold the paper and put it in an envelope.
What is the best way to fold it?
The farmer has sold his farm and moved away.
The old place will be sold.
Who told you that it would be sold?

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LIBRARY

EXERCISE XVII.

a.

Send it to me by mail.
How will you send the book to him?
Have the book bound.
It must be rebound.
Have you found out who bought the land?
I think I have found the right way.
What do you think about the plan?
I think it will come out right in the end.
Where did the ship sink?
The ship sank in the sound.
The bank has failed.
Lend me the new French novel.
I found a bunch of keys.
Where did you find them?
Can you speak French fluently?
What kind of a bird is that?
I think it is a finch.
There is a bench in front of the house.
Please go to the bank with me.
The tank was filled with water.

b.

If you think it will be all right, I will send it to her at once.

Do not go to the bank before they send you word.

I think they will allow her to go to the French play with me.

The story was very interesting from beginning to end.

I did not read the end of the story.

As soon as you are ready we will go to the bank.
What time do they close the bank?
Do you think it is her fault that the book was not sent?
Do you use black ink?
I shall send it to them as soon as possible.
I prefer to write with blue ink.
Think it over before you make up your mind.
If you lose the book you will be fined.
He signed the paper at the bank.
It is an inch and a half wide.
No, I think it is more than an inch and a half.
I wish I had a bunch of pinks.

EXERCISE XVIII.

a.

He hopes to come.
She comes twice a week.
He believes the report.
She gives it away.
He roams about the woods.
She keeps it to herself.
It seems very hard.
It seems to be the same size.
It gives a good account of the play.
The water foams.
The ship moves.

The boy sleeps.
The man blames him.
He claims the watch.
He whips the horse.
He claps his hands.
He stops on the way.
He hopes to be here on time.
My father hopes to hear about it.
He believes it is so.

b.

She hopes that you will come so that she can show you the house.

She comes to town twice a week for her lesson.

He believes that the report is true.

If she keeps the book too long she will be fined.

It seems very hard at first.

This one seems to be much smaller than that one.

I wish you would buy a paper for me, as it gives such a good account of the play.

When she moves to town, we shall go to see her.

The man blames him for the accident.

If he climbs the hill, he will have a good view.

If she stops on the way, she will not be here before three o'clock.

She hopes to be here in time to go with me.

My father hopes to hear from them before to-morrow.

He believes that they arrived last week.

It seems that they have sent word to him to come home.

EXERCISE XIX.

a.

She calls me.
She calls for them.
She calls him up.
She calls on them very often.
She calls for the book at the library.
He takes it away.
He takes it back.
He takes it up.
He takes it off.
He takes it out of the room.
He takes it with him.
He takes it in fun.
He takes it as a joke.
It looks too hard.
It looks too long.
It looks too easy.
It looks well.
It looks as though it would rain.
It looks as though she might find it.
She finds there is no way.
She finds there is no time.
She finds there is no use.
She finds there are none left.
She finds it has gone out.
She likes to go to town.
She likes to play.
She likes to read aloud.

b.

Who likes to play chess?
Who found the balls?
Who saw the fox?
Who broke the box?
Who paid the tax?
Who paid the bills?
Do you think she has paid the bills?
Do you think the boy broke my box?
Which box did the child break?
It was the box that was filled with shells.
She gave me some shells.
The clocks must be wound up.
Have you ever been to the Great Lakes?
I wish you would send me some new books.
It looks as though it would rain.
It takes me too long to do that.
If she takes the five o'clock train, I will go with her.
In case she calls for me, tell her that I shall be at home this afternoon.
In case it rains, I shall not go to town with her.

EXERCISE XX.

a.

Can you change this bill for me?
Count your change before you leave.
We change cars at the subway.
Let us change the subject.
If you change your mind, let me know.

Have they changed the time for the train?
You were just in time.
I think it is just the same.
Go just as far as you can.
Come just as often as you can.
Do just as you please about it.
Do just as you think best.
That will be just as well.
That is just what I want.
You may have your choice.
Which one did you choose?
May I have my choice?
How much did they charge you for it?
Show me the check.
Show me the chain.
Show me the chart.

b.

We reached the station just as the train came in.

Do you think that this chain will be just as good as the other one?

Have you ever studied German?
You will have a chance to speak German with them.
She speaks German just as fluently as French.
Have you read the first chapter of the new book?
I have just finished the third chapter.
It would be just as well not to go.
We arrived at the station just as the train left.
Just at present I do not wish for any more.
They have just come home from a long journey.

How much did they charge you for repairing your clock?

I think they have over-charged you.

Did you have it charged to him?

She chose to remain at home.

EXERCISE XXI.

a.

Do you know how to play that game?

Do you think it will do?

Do you care to go to the dance?

Do it now.

Do it again.

Do it later.

Do it over again.

It is time to go.

It is time to do it.

It is time to see it.

It is time to think it over.

It is time to send it off.

It is too far.

It is too hard.

It is too late.

It is too much.

It is too long.

It is too dark.

It is too deep.

Tell me about the dance.

Tell her what to do.
Tell my daughter to come to-day.
Tell the man to take it away.
Tell him how you wish to have it done.
Tell them to take it off.

b.

What daily paper do you read?
She told me that she would come daily.
I wish you would teach me how to sew.
I taught her how to do it.
Do not talk so loud, you will disturb them.
Do not let that disturb you.
I told her to close the door.
She told me that she would do so.
He told us that there was no danger.
I doubt if they will tell us about their plan.
There is no doubt about it.
On what date did the ship arrive?
It was to arrive yesterday, but the fog was so dense that she could not dock on time.
What time will they reach the dock?
I doubt if they will dock to-day.
It would doubtless be well to do that right away.
The waves dashed over the deck of the ship.
It is so damp that we cannot go out on deck.
Shall we have some tea?
This tea tastes good. Where did you buy it?

EXERCISE XXII.

a.

Try again.
Try to do it to-day.
Try to do it soon.
Try not to think about it.
Try to remember.
Try to forget it.
Is it true that she missed the train?
Is it true that they have given up their trip?
Shall we go for a drive?
Try to do it now before it is too late.
Let me try.
I shall try to come, but do not wait too long for me.
He will try hard for the prize.
Try again. I think you will succeed.
If he tried, I think he could get the prize.
Try to send it to me by Saturday.
You ought to try for her sake.
Do not drop the glass.
She dropped the tray and broke the glass.
Be careful not to drop it.

b.

I tried to relate the story you told me the other day, but I could not recall it.

They have been trying to sell their house for the last two years.

Tell the conductor to give you a transfer.

You must transfer at the subway.

Do you like to travel by rail?

He travels a great deal.
The driver told us that it was a long drive.
The drive through the woods was very pleasant.
The boys have had a drill.
What time did the drill begin?
Try to come early so that we can go to the drill together.
Can you draw?
I wish you would try to draw the picture for me.
Let us draw lots.
The boys drew lots which one should do it.
The flowers are beginning to droop.
They have not had a drop of water.
Is that a true story?
Do you think that dreams ever come true?
What did you dream?

EXERCISE XXIII.

a.

Will you spend the day with me?
Will you stop on your way to the station?
Will you start early?
Will you speak to him?
Shall you speak about it?
Shall you stay there very long?
Shall you start to-morrow?
Can you spare the time?
I can spare a few of them if you want some.

Speak to her about it.
Speak out loud.
Speak distinctly.
Speak slowly.
She is still thinking about it.
He is still at work.
They are still making plans for their trip.
How long will they stay away?
She will stay with me until next spring.
I wish you would stay over night.
Do not stay too long.
How much money did you spend?
I spent all I had.
I have spent a great deal of time over it.

b.

Next spring I am going to Spain.
I am studying Spanish this winter.
I shall spend some time there.
How do you spell that word?
The spell was broken.
This flower smells sweetly.
Do you think it will storm to-day?
I am afraid they will have to stay at home if it storms.
Tell the maid to sweep the stairs.
She has already swept them.
The stream has swept away the bridge.
They strolled down the street together.
Will you go for a stroll with me?
The church stands on the corner of the street.
We can see the church spire from our window.

They have built a new stone wall around the church.

The statue stands in front of the State House.

They have just erected a new statue in front of the State House.

How far is it from the station to the store?

It is only a few steps.

EXERCISE XXIV.

a.

Before the story was related————

Before the lesson began————

Before he decided to take the trip————

Before the war was declared————

Before you receive the package————

Before he resigned his office————

Because he resigned his office————

Because she heard the remark————

Because I did not receive the report————

Because he refused to make a speech————

Because the book has been rebound————

Because he decided to remain at home————

Did he decide to buy the house?

Did she receive the message?

Did they receive an answer?

Did you receive the report?

Did she receive an invitation?

Did they receive notice of the meeting?

Do you recall the story?

Do you recall the remark?
Do you recall what was said?
Do you recall how she looked?
Do you recall when it happened?
Do you recall the facts of the case?
Have you decided upon something?
Have they decided to go?
You must decide now.
We have decided to give it up.
Have they decided which way to go?
I will decide presently.
You must decline the invitation.
I must decline the offer.
He declined to go.
He declined to see her after that.
She declined to answer the note.
They declined to see her.

b.

As soon as she received the message she decided to start at once.

It requires more time than I thought to write the report.

We were required to read the book before the examination.

We must begin promptly at nine o'clock if we wish to finish the work before they come.

Did they refer to the subject again?

I think they will reduce the rates before long.

I believe they have already reduced the price.

Can you tell me what became of the book that my

friend returned to me this afternoon?

This book must be delivered at the library before three o'clock.

Probably she will decide one way or the other before long.

I shall be sorry to decline the invitation.

It will all depend upon the weather.

Everything depends upon her receiving the message before she leaves.

To whom does this picture belong?

It does not belong to me.

To which story do you refer?

He did not deny the story.

Where do they reside since their return from abroad?

I believe they reside somewhere in the south.

Her father will resign his office at the end of the year.

EXERCISE XXV.

a.

Let me go.
Let me see.
Let me buy.
Let me know.
Let me hear.
Let me play.
Let me read.
Let me have it.
Let me tell.

Let me show you.
Let me show you how.
Let me tell you the story.
Let me have one more.
Let me read the newspaper.
Let me play to you.
Let me hear the story again.
Let me buy the book for you.
Let me see the book that you have bought.
Let me know if you go.
Let me go with you.
Let me go to town with you to-morrow morning.
Let me know if it will be convenient for you to go next week.
Let me see the book that you bought. It looks very interesting.
Let me buy the book for you on my way to town.
Let me hear the story again before you go.
Let me read the newspaper when you have finished it.
Let me have one more if you please.
Let me tell you the story as it was told to me.
Let me show you how to fold the paper.

b.

Let us look it up.
Let us look it over.
Let us look about.
Let us look at it.
Let us look on the bright side.
Let us lose no time.

Let us leave to-morrow.
Let us leave it to her.
Let us leave by all means.
Let us light the lamp.
Let us look at the house.
Let us lend her the book.
Tell me about it.
Tell the truth.
Tell me the rule.
Tell me what you think.
Tell me all about it.
Tell me a long story.
Call for me.
Call at the house.
Call on them.
Call early.
Call it to their attention.
She called the matter to my attention.
She called on them before they left town.
Will you call at the house and tell them that I shall be at home by eleven.
Please call for me on your way to the library.
She told me that she would call early this morning.
They told me all about it when I called on them.
Did she tell you the truth about the matter?
She told me to lend it to her.
He told me that he intended to leave on the early train.
You must remain at home until you have learned your lesson.
Let us leave it to her, she will be sure to do the right thing.
Their new house was built last fall.
We will wait until the last train has arrived.

EXERCISE XXVI.

a.

Be quick about it.
Do your work quickly.
She was very quick about it.
How quickly the time flies.
Can you quote the remark?
I am not quite sure.
What was the question you failed on?
How many questions did they ask?
It will require more time.
Much will be required of them.
It requires more than I thought.
It is quite possible that we shall go.
You are quite right.
She is very quiet.
How quiet it seems here.
He must be more quiet about his work.
What a queer question to ask us!
He asks such queer questions.
That was a queer mistake.

b.

That is not quite so much as I asked for but it will do.

It is quite impossible for them to come to-day.

It was not quite a quarter before twelve when they arrived.

That is not quite the right quality.

You must get a better quality.

Are you quite sure that that is as good as you can make it.

It is the quality not the quantity that counts.

Are you quite sure that it was the queen we saw yesterday?

I should like to see the queen.

Did you inquire at what time the queen would drive in the park?

Have you ever seen such a quaint old town before?

I am quite sure that they will be here in a quarter of an hour.

I did not have quite enough cloth. It required more than I thought.

There is no question about it. She is right.

It is quite remarkable how much she has accomplished in the short time.

Will you buy a quire of note-paper for me when you go to town?

How many sheets are there in a quire?

Will you inquire about the trains to town? It is quite possible that we can start at once.

The quotation seems very familiar.

He made a queer mistake in quoting the quotation.

VERB EXERCISES.

Note.—The following exercises are given to illustrate how the most common verbs and phrases may be used for practice. The sentences should be repeated frequently and spoken as rapidly as possible, the speaker changing his position and supplying new phrases and words as they suggest themselves. Thus the pupil will become very familiar with the most common words used in general conversation.

GO—GONE.

They go.
They may go.
They shall go.
We shall go.
We may go.
We may go away.
We may go with them.
May I go?
May I go with you?
May I go with you to-morrow?
Do you think that she will go?
Please go with me.
I hope that you can go.
As soon as you go, I will write to her.
Let me know as soon as you can go.
How far did you go?
Did you go with them?
I would go if I were you.
I I were you, I would go with them.
If I were in your place, I would surely go.
If I have time, I shall go to town.
When I go to town I shall buy the book.
The next time I go to town I shall surely buy the new book.
You must be sure to go there next week.
Have you heard that she cannot go?
I am sorry to hear that you cannot go with me.
When she heard that you could not go she was very much disappointed.
They have gone.

Where have they gone?
I am sure that he has gone.
If she has gone we must write to her.
If I find that she has gone I must write to her at once.
Will you go?
Shall you go?
Must you go?
May you go?
Are you allowed to go?
Would you like to go?
Would you like to go to the circus?
Are you allowed to go to the concert?
May I go to the country with you?
Must we go to town?
Shall we go to the theatre?
Will you go with me?
Will you go there with me?
Shall we go to the theatre to-morrow?
Must we go to town in the automobile?
May I go to the country with you next week?
Are you allowed to go to the concert in the evening?
Would you like to go to the circus with my brother?
Will you go there with me if you have time?
Shall we go to the theatre to-morrow if it is pleasant?
Must we go to town in the automobile before they come?
May I go to the country next week or the week after?
Are you allowed to go to the concert in the evening when it is so cold?
Would you like to go to the circus with me when it comes to town next month?

GIVE—GAVE.

I may give it to you.
I will give it to her.
I will not give it to him.
We will give it to them.
We shall give it away.
We may give it up.
Shall we give it up?
Shall we give it away?
May I give it to you?
May I give you the book?
May I give you some advice?
May I give you some advice on the subject?
Give it to me.
Give it to me at once.
You must give it to me.
You must give up the idea.
You must give up the idea at once.
You must give it away.
You must not give it away.
Do not give it away.
Do not give her the paper.
Do not give her the letter.
Please give her the letter.
Please give her the letter at once.
Give me some advice.
Give me some advice upon the matter.
I will ask him to give me some advice.
Would you advise me to give it up?
Would you advise me to give it up altogether?
I could not give her any advice upon the matter.

I gave it up.
I gave it away.
I gave away the book.
I gave her the book yesterday.
Yesterday, after you had gone, I gave her the letter.
I should have given it to her if she had called.
Give up the idea.
They gave up the idea some time ago.

CALL.

Call me.
Call for me.
Call for them.
Call them up.
Let me call them up.
Let me call for you.
Let me call on her.
Let me call him.
Be sure to call him on time.
Do not fail to call on her before you leave.
Remember to call for the book at the library.
Do not forget to call them up on the telephone.
Did you call me?
Did you hear that they had called?
We must call for it.
If I had time I should call on them.
I cannot call so early.
Did you hear me call?
We must call early.

He told me that he would call me up.

I may call for you on my way to town.

I was told that he had called twice during the past week.

WRITE—WROTE.

Write to me.

You must write to me.

You must write it down.

You must write down the address.

You must write down the number for me.

Please write it out for me.

Please write down the name for me.

She wrote down the wrong name.

I should advise you not to write to her.

It will be impossible for me to write to-day.

I have not written to him for some time.

It is of no use to write to them.

I want to write to her as soon as possible.

You must be sure to write.

Are you going to write to me?

Are you going to write the report before she comes?

Are you going to write it right away?

Right after that she wrote to her friend about it.

Did you write to your friend?

I must write to them right away.

Tell me what to write.

Tell me what she wrote.

Tell me what she wrote in her last letter.

As soon as she writes to me I shall go.

I would write to my friend if I knew her address.

If I were in your place I should write to them about it at once.

LEAVE—LEFT.

I must leave.

I may leave early.

I shall leave it to him.

Can we leave it to them?

Do you think that we can leave it to her?

Do you think that we can leave to-morrow?

I may leave it to them.

Leave it to me.

Leave it to them by all means.

I should leave it to them by all means.

If I were in your place I should leave to-morrow.

They may leave on the three o'clock train.

She left on that train.

He left early.

They left town last Monday.

He had left when I called.

He had left in a hurry.

He had left it at home.

It was left over.

It was left until the last moment.

It was left here this morning.

It was left by the postman early this morning.

In case he leaves the book with me, I will write and let you know.

Leave it to her, she will surely do the right thing.

It would be well to leave early in the morning.

Did she leave word at the office that they are to call for it here?

SEND—SENT.

Shall I send it?

Who will send it?

Have you sent it?

You may send it.

She must send them word.

We ought to send it to her.

Who sent the child there?

Will you please send me the book by to-morrow?

I sent it to her yesterday.

Why didn't you send me word?

She sent to the post-office for some stamps.

The letter was sent by Special Delivery.

The package was sent C. O. D.

I have sent the letter by Special Delivery.

It is not necessary to have it sent by mail.

The two registered letters were sent off at the same time.

Send it by freight.

Go to the post-office and send the letter at once.

She telephoned me that the flowers should be sent before nine o'clock.

Before you send off the report make a copy of it.

I shall remember to send her the manuscript.

They have sent us four books instead of five.

Perhaps it was sent by mistake.

The message should be sent without delay.